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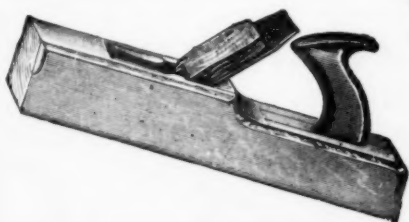
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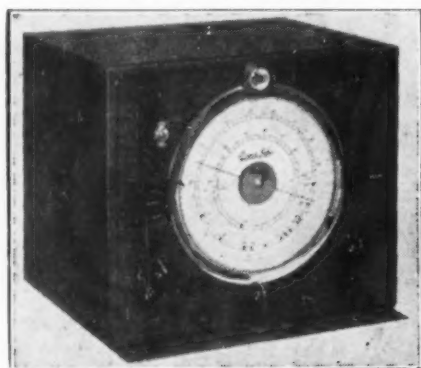
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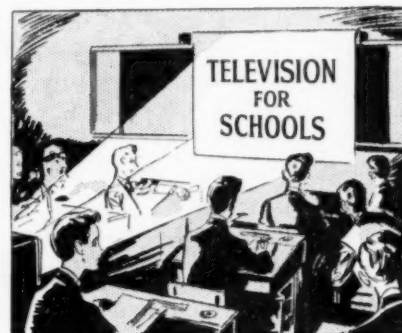
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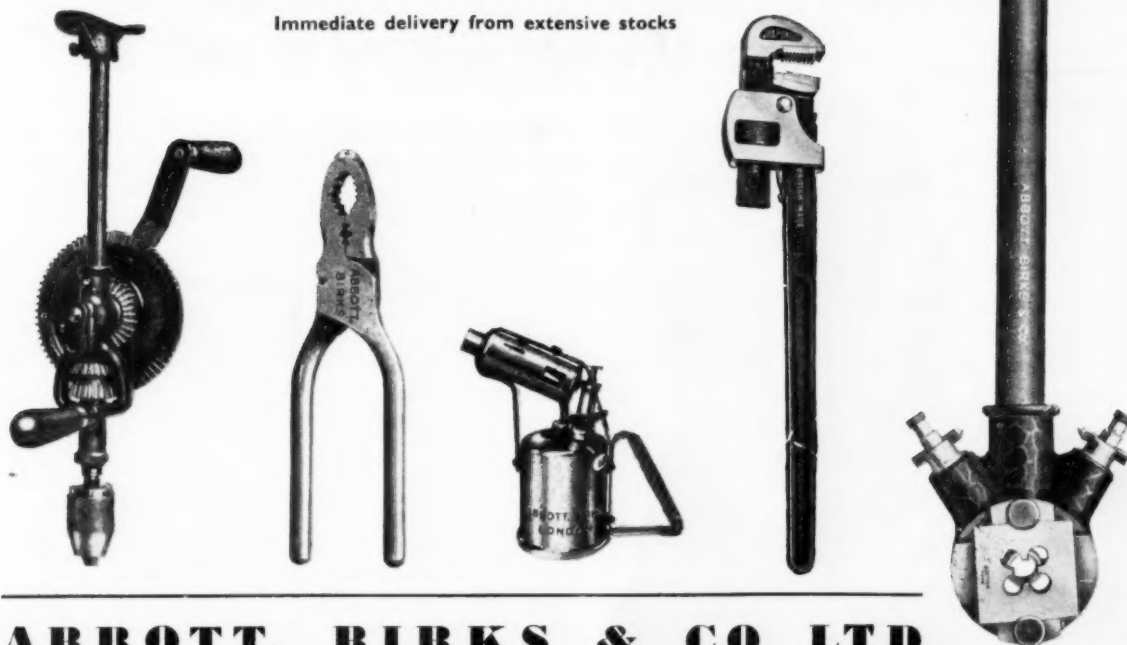
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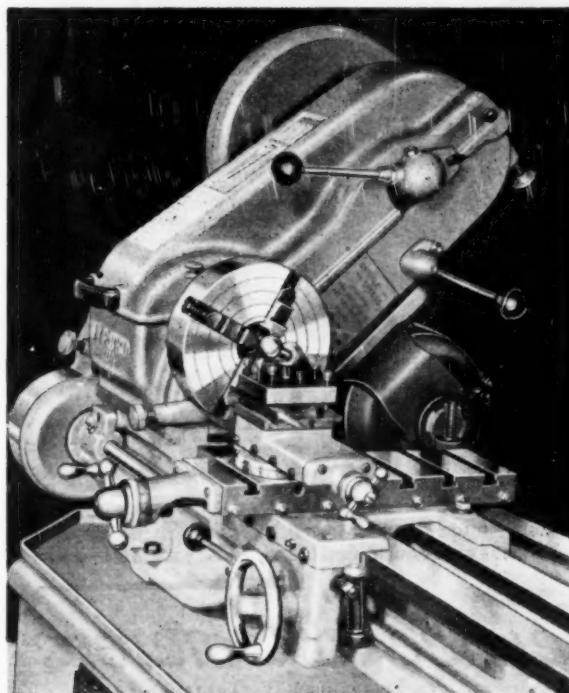
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The SCHOOL GOVERNMENT CHRONICLE

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AUGUST, 1953

Juvenile Delinquency

By E. FRANK CANDLIN.

Social workers, and indeed all whose calling or interest leads them to keep a close watch on the trends and patterns of present-day society, are well aware that the problem of juvenile delinquency is something much wider and deeper than the activities of a handful of "cosh-boys" whose exploits figure in the newspapers and in extreme cases may even bring them to the gallows. Nor is the steady upward trend in delinquency figures to be explained entirely in terms of post-war malaise or by the fact that the machinery for dealing with delinquents has served to bring them within the statistician's net. There is some real flaw in our social fabric here, and if it is not to widen until the stability of the whole is threatened, its cause must be diagnosed and a remedy discovered.

At the moment our efforts are directed towards cure rather than prevention. It is not until the delinquent has advanced sufficiently far on his downward path to come under the notice of the magistrates that he is placed in the care of probation officer, approved school, remand home or Borstal institution. And then either irreparable harm has already been wrought or the process of rehabilitation must be a long and costly one. Something must, of course, be done with the convicted delinquent, both in the interests of the community and of these unfortunate young people themselves, but the real focus of our attention should be at a much earlier stage. We must get to the root of the trouble and begin our remedial work there. It is this conviction that lies behind Dr. D. R. Stott's latest essay "Saving Children from Delinquency" (University of London Press, 12s. 6d. net).

Dr. Stott has had a long and practical experience, both with normal children during more than fourteen years as a secondary school master, and with delinquents and deprived children in approved schools, institutions and foster-homes. His report, "Delinquency and Human Nature," on the causes of delinquency in over a hundred case histories, has already become something of a classic. He will therefore be heard on his chosen subject with attention and respect.

To Dr. Stott, the causes of delinquency lie in the inner misery and emotional ill-health of the delinquent. Somewhere in the child's life there has been a failure in affection, a breakdown in normal human relationships. "On the surface it may appear as mere greed, callousness or foolishness, but fundamentally it represents a blind, irrational attempt to break out from an emotionally intolerable life-situation. The bad attitudes that make up the potentiality for evil-doing are themselves produced by years of emotional ill-treatment." This is his thesis, and the remedies he proposes flow from it. If we can first penetrate to and isolate the factors that produce this emotional distress and disturbance, then we have some

chance of stemming the stream of delinquency at its source. He examines first the obvious danger-spots—the orphanage, the problem family and the broken home, and then turns to the dangers he finds inherent in our British pattern of family-life. His book is refreshingly readable, for the author believes that the findings of psychology, as with other sciences, should be made available in simple terms to those who can use them. "Far from being a devotee of pure and detached science," he declares, "I feel strongly that whatever psychology has to tell us about the emotional health of the child must be made available not only to social workers . . . but also to the nation's parents. It is also part of my philosophy that the value of any piece of scientific information, in the ethical sense, lies in the benefit it can ultimately bring mankind. For the psychologist to restrict or withhold his knowledge, or even to clothe it in obscurity, is anti-social. It is his positive duty to give his work social relevance by making his findings available to the worker in the field." Would that his precept and his example were more widely followed.

The cumulative effect of this study, in which the causes of delinquency are shown in setting after setting to be the same, is unanswerably convincing. Parents, school teachers, probation officers and those responsible for the administration of approved schools and orphanages will find here no smooth words or easy paths to success in solving their difficulties, but they will find their difficulties understandingly and sympathetically met and practical suggestions for their solution offered.

But one is nevertheless tempted to wonder whether Dr. Stott has told the whole story. That a twisted personality resulting from affectional deprivation is the immediate cause of most delinquency no one, in face of the evidence and argument here set out, would venture to deny. But may not our present-day society be preparing the ground for, if not actually sowing the seeds of delinquency in other ways than by failing to ensure the healthy emotional adjustment of its children? An organized, civilized society such as ours depends for its proper functioning, indeed for its very survival, on the possession by the majority of its members of a "social sense," an acceptance of what the Latins called "communitas." This implies not only a willingness to impose restraints on individualistic impulses in the common interest, but also a readiness to contribute a fair share in promoting the common good. Living as a member of society calls for a positive not a negative attitude, it is an active not a passive rôle. Now these attitudes do not come by nature. Although human beings may possess gregarious instincts, every child is nevertheless born an individualist, and if he is to acquire those habits of self-denial, of seeking the good of others as well as his own, he

requires training and practice. By all means let us try to see that there is nothing in the emotional environment of the child to hinder or warp his development along the right lines—and here there could be no sounder guide than Dr. Stott—but the matter cannot be left there. The positive, constructive training must find a place in the child's upbringing also.

The disciplines necessary if the child, naturally uncivilized, is to be conditioned to our artificial society are unpopular these days. Any form of sanction or external control seems alien to the spirit of the times. (This is something much wider than a matter of corporal or other punishments for wrong-doing, which are, after all, but an admission of the punisher's failure at an earlier stage. As an experienced schoolmaster said recently, "I don't cane my boys—I never let it get to that.") There are contributory causes to this general laxness in the community. The educational theorists who have banished hard work and mental discipline in so many of our junior schools in favour of a combination of "free activity" and smartness at racing through pages of easy sums and verbal tests must accept some share of the responsibility. So must those who, by replacing the School Certificate with a single subject chit showing no grading other than pass or fail have removed at once the need for a boy to work at what he doesn't like and the incentive to extend himself beyond mere competence. We are not suggesting that the child who has never been trained in self-discipline and the habit of hard work and maximum effort is on the road to delinquency, but it is worth considering whether we are not as a nation falling short of our duty to provide young people with sound habits and right attitudes of mind

which may serve as a bulwark, as a fibre-stiffening element in those weaker, unstable or emotionally disturbed children from whose ranks we are told most of our delinquents are drawn.

This dangerous indifference, if not positive aversion, to hard work and discipline is not, of course, confined to the schools. It is found in the home, in industry, in the public services and even in the pursuit of leisure-time occupations. The future historian may see it as part of the teething troubles of a transition period, but it is for us to tackle the problem as best we can in our own day and time. The high incidence of juvenile delinquency may well be partly the result of a general readiness to take all and give nothing, a widespread "spiv" and "smart Alec" approach to life (encouraged by the premium placed on mere smartness in intelligence tests and by the care the welfare state lavishes on its most worthless and troublesome elements). There is a danger that the advent of the new social services will be marked by the disappearance of social service. We need to learn again the lesson that the good things of life must be earned before they can be enjoyed and that it is better to give than to receive. We must beware that a generation does not grow up which looks to the State and its welfare services to solve all their problems, to buttress them not only against the normal risks of life but also against the results of their own folly and neglect. From such a soil the seeds of emotional disturbance may be expected to yield a richer harvest of delinquency than would be otherwise forthcoming. A social fabric within which the growing child learns by precept and example at home, at school and in the first years of employment to be hard-working, self-reliant, just and of service to others is the best insurance against the further spread of juvenile delinquency.

Royal Schools of Music

At the sixty-fourth annual meeting of the Associated Board of the Royal Schools of Music (Royal Academy of Music, Royal College of Music, Royal Manchester College of Music, and Royal Scottish Academy of Music) held recently, it was announced that Her Majesty, Queen Elizabeth the Queen Mother, had graciously consented to become President of the Board.

Reference was made to the recent retirement of Mr. Robert J. Forbes, C.B.E., from the Royal Manchester College of Music, and from the Associated Board, and a welcome was extended to his successor, Mr. Frederic R. Cox, O.B.E., and also to Mr. Henry McL. Havergal, who becomes Principal of the Royal Scottish Academy of Music and a Member of the Board in September.

Sir Ernest Bullock, in the chair, presented the report for the year 1952, which showed that the Board had had 11,434 candidates for its examinations in schools and local centres, including 19,110 candidates in the Commonwealth overseas. 127 out of 252 candidates had gained the professional diploma L.R.S.M., and fifteen scholarships for study at the Royal Academy or Royal College had been awarded.

There was little change in the number of candidates in Britain, but an increase of about 12 per cent. had occurred overseas. Nevertheless, in one overseas sphere—Canada—the cost of organizing the examinations had become too great and the Board had most reluctantly decided to discontinue the examinations and scholarships there after this year.

The Executive of the N.U.T. after discussing the question of sponsored broadcasting, expressed the opinion that educational and cultural interests would not be served by the commercial sponsoring of radio and television. A resolution to this effect is being forwarded to the Ministry of Education, the Postmaster General and other interested persons and organizations.

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Dr. Maria Montessori Commemoration

(CONTRIBUTED)

A great woman and a great educationist, Dr. Maria Montessori, died in Holland last year. In Italy she was the first woman to graduate in Medicine. Internationally she was an active worker in the campaign to obtain the emancipation and the suffrage of women. At the age of thirty she was a lecturer at the University of Rome.

All who knew her predicted a splendid career for this dynamic and fascinating young woman, but suddenly she renounced her public and social life to become, what even her friends called her, a "Nursery School Assistant."

It was then 1907. For some years previously she had conducted, as a Psychiatrist, research work in the education of mentally defective children. Then chance brought her in contact with normal children belonging to families in the lowest level of society. The potentialities of childhood which unfolded under her treatment at first left her sceptical; then she realised that the child was a victim and could become a saviour. As a Nun renounces the world and concentrates upon spiritual development, so she left her career to become what people later called her, "the Missionary of the Child."

She was a woman of science, a brilliant speaker, and she was imbued with the faith given to one who had seen a truth hidden as yet to others. In spite of misunderstanding and immense difficulties, she accomplished much. It is due mostly to her efforts that in modern times the principles of freedom and activity have transformed the education of young children. It was through her discoveries that remedial and occupational therapy, both in the psychological and pedagogical fields, began. They gave, and are giving back normality to thousands of unhappy children throughout the world.

Indefatigable in the pursuit of her self-imposed task, she travelled widely through Europe, America and Asia. Wherever she went she taught; in London alone she gave fifteen Teachers' Training Courses between 1919 and 1939. She extended her method to cover the education of children up to University age. At the age of eighty-two, when death stilled her indomitable heart, she was planning to go to the Gold Coast.

What impelled her was the vision of a better humanity and the certainty that if the potentialities inherent to every child who is born could be given a chance to develop, the problems of society would be solved. "Man transforms the environment, he makes treaties with other men and tries to bring them to see his point of view; but grown-up men are set in their idealisms and seldom can change them. Yet idealisms are not hereditary, they are incarnated by the child in the course of his development. It is the child who is the spiritual father of man and if we help the child we can save society."

This vision made her fearless and incorruptible. Threats and persecution made her stronger; offers of wealth and honour left her indifferent. Several times she had to leave countries where idealisms demanded that she put her fame at their service. Nazism and Fascism closed her schools and burnt her books publicly. Communism fought and fights her method for the importance it gives to individuality. Yet all of them offered her power and wealth had she accepted their proposals.

Now she is dead but the vitality of the movement she created is undiminished as is shown by the following facts:

DR. MONTESSORI'S BOOKS are available in Dutch, English, Finnish, French, German, Gujarati, Hindi, Italian, Marati, Portuguese, Spanish, Swedish, and Tamil. They have also been translated into Arabic, Chinese, Czech, Danish, Japanese, Polish, Rumanian, and Russian.

MONTESSORI SOCIETIES are established in Austria, Ceylon, Chile, Denmark, England, France, Holland, Germany, India, Ireland, Italy and Scotland. The Association Montessori Internationale has also received applications to grant permission for branches to be started in Brazil, Ecuador, Portugal, Spain, Uruguay, and Venezuela.

TRAINING CENTRES FOR TEACHERS IN THE MONTESSORI METHOD function in Ceylon, Denmark, England, Eire, France, Holland, and Italy.

Arrangements are being made for starting periodical Training Courses in the Montessori Method in Brazil, Chile, Germany, Portugal, Pakistan, Spain, and Sweden. In England the only such Institution recognised by the Association Montessori Internationale is controlled by Mr. Mario Montessori and by Dr. J. Ewart Smart, at 14, Gordon Square, London, W.C.1.

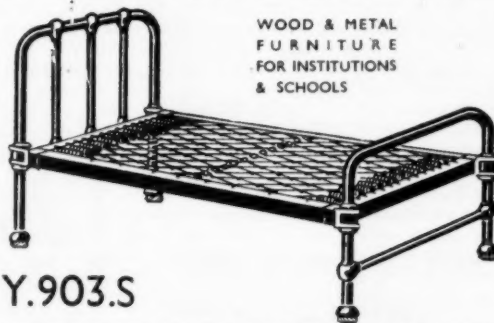
School Broadcasting in Jamaica

Mr. Douglas R. Allan, who is Head of Scottish School Broadcasting and Secretary of the School Broadcasting Council of Scotland is visiting Jamaica to lecture for the British Council. School broadcasting has only recently been started in Jamaica and for the first half of the tour Mr. Allan will be the Leader at a Summer School for teachers on this subject. During the latter half of his visit he will be touring the island carrying out a programme organized by the Extra-Mural Department of the University College of the West Indies.

Mr. William Farr has been appointed Head of the Bureau of Personnel of the United Nations Educational, Scientific and Cultural Organization to replace the late Mr. Lewis E. Gielgud.

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At Oxford Conference of W.C.O.T.P.

The first full conference of the World Confederation of Organizations of the Teaching Profession, which was formed at Copenhagen a year ago, was held at Oxford recently and was attended by delegates from sixty-eight teachers' associations in thirty-three countries, representing three million teachers. Observers from Unesco and other international bodies were also present.

Delivering his presidential address, Mr. Ronald Gould, General Secretary N.U.T., the Confederation's first President, said Oxford has been a centre of learning since the twelfth century so it is much more than a city of towers and spires. It is (as someone said of another place), a city of the soul, concerned with the pursuit of beauty, truth and goodness. In its colleges have been nurtured ideas which have inspired poets, historians, scientists, philosophers and divines. In a smaller and more particular sphere the W.C.O.T.P. was following the Oxford tradition. They, too, were concerned with the impact of mind on mind, and spirit on spirit. They, too, were concerned with the pursuit of truth, beauty and goodness, and the way in which those values can be passed from generation to generation. From the four corners of the earth, they had come to Oxford, representatives of more than three million teachers, to discuss educational aims, the content of education and the methods to be employed, the administration of education and the part to be played by the teacher.

Teachers and International Understanding

Mr. Gould then went on to discuss teachers and international understanding. The task of the educator, it was said, was to construct in the minds of men the defences of peace, and if this were done, peace was assured. He believed they had this duty of establishing amongst teachers an effective international body which will supplement the work of organizations like Unesco, which will enable the teachers' voice to be more effectively heard than it has been in the past and which will show the world that teachers at least know how to work together. If the United Nations could act boldly on the political plane, if the World Health Organization vigorously attacked sickness and ill-health, if the Food and Agricultural Organization and the International Labour Office, by international effort raised living standards, if Unesco promoted the free flow of ideas, if all these agencies had the solid backing of the peoples of the world, and if all organizations like theirs in their own fields made the biggest possible contributions to international understanding together, they could establish a warless world. But it can only be done by the united efforts of all. So that no matter what happens elsewhere it was their duty to work ceaselessly in their own field. They had a contribution to make to international understanding. So had others. "Let us," said Mr. Gould, "be certain that our contribution is effective."

Status of Teaching Profession

Dealing next with the status of the teaching profession throughout the world, Mr. Gould said that in his view there was no profession more important. Yet, because Governments and peoples did not regard education highly, in almost every country in the world to-day teachers were undertrained, underpaid and in short supply. In his opinion there were four main ways in which status could be raised. First, and this was the most obvious, they should endeavour to improve the material conditions of teachers and their conditions of work. He agreed that no international body could do much to improve the salaries,

superannuation schemes, sick pay and tenure conditions of teachers in all the countries in the world because the material conditions under which teachers worked were profoundly affected by the economic development of the country concerned, by the way education was organized and by many other factors. In Mr. Gould's opinion the greatest service that the Confederation could render in this field was to act as a clearing house for information throughout the year; they could pool their professional ideas and be well-informed on developments overseas. He did not want the Confederation to dissipate its energies in attempting to propound an international philosophy of education, or in attempting to provide a universal panacea for all educational ills, for he believed such objectives were illusory. Secondly, they must establish high academic and high professional standards for teachers. At the moment the length and type of teachers' training varies from country to country, yet so important was the work of teachers that they regarded most systems of training teachers as inadequate. Thirdly, teachers must be given a considerable measure of freedom. He was aware, however, that the areas of freedom within which teachers were allowed to work varied from country to country. But he believed that close study of differing conditions led to two conclusions. If teaching was to be a real profession the area of freedom must be increased, and teachers as individuals must accept ever increasing responsibility for content and method. That was real freedom, not license. Lastly, if teachers really expected higher status they should do something about the divisions in their own ranks, for solidarity was the hallmark of a profession. Those, then, were the four main tasks faced by the teaching profession.

"I believe that our deliberations here, with growing understanding, tolerance and goodwill, will enable us to assist one another in our national struggles more than we have done in the past," concluded Mr. Gould. "We shall understand more clearly the nature of our own problems and we shall show by word and deed that the teachers of the world can succeed, where others have failed or partially succeeded, in establishing in the place of suspicion and mistrust, goodwill and co-operation."

Co-operation Between Parents and Teachers

This was the set discussion-subject of the Conference and Miss Horsbrugh, Minister of Education, who followed Mr. Gould, used it as the subject of her remarks. Education, she said, could not be conducted in watertight compartments; the child was influenced by all that went on in home, school, and the life which surrounded it. She wanted to see more interchange of ideas between parents and teachers.

The problem of keeping alive a human contact between school and home was possibly, said the Minister, more acute in our age, because of the break-up of closely knit communities, the reorganization of our educational system, with its tendency towards larger schools, and the fact that both teachers and children often lived at a distance from their schools. Large classes added to the difficulty. But at all costs the human touch must be preserved, and new ways of solving the problem, adapted to a new social order, must be found.

Presenting reports on the nature and extent of co-operation between parents and teachers in sixteen countries, Mr. J. Wickham Murray said they showed that although organized co-operation between parents and teachers on

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behalf of schools and school children went back to 1866, as a widespread movement this started just after the last war. The range of activity of the associations was tremendous; from arranging a single parents' day a year to elaborate national organizations with millions of members raising millions of pounds a year for the schools.

Not all teachers' organizations were in favour of parent-teacher associations, fearing they might become vehicles for political or religious trends or attempts to interfere with the organization of the educational system. But all the evidence in the reports was that parent-teacher and parents' associations were likely to increase and develop.

Mr. D. J. McLean (Australia) asked the confederation to distinguish between co-operation on behalf of the schools and co-operation in the professional administration of education. In Australia, they believed that parent-teacher associations should limit their activities to helping schools and should not infringe upon the professional domain of teachers.

Mrs. P. Leonard, President of the National Congress of Parents and Teachers in the United States, said that in her country there were great numbers of people working to secure equal opportunities for all children. (The congress claims a membership of 7,250,000, organized in 38,000 local parent-teacher associations.) She emphasized that the associations were entirely voluntary, and that they did not interfere with administration, but concerned themselves with remedying shortages, supporting legislation, and rallying public support for education.

Miss W. Koah (Korea), said that in spite of all its troubles, her country had maintained compulsory education all the time. For this much credit must be given to the parent-teacher associations, which had worked with all the traditional Korean enthusiasm for education.

International Council on Education

Following the W.C.O.T.P. conference an International Council on Education for Teaching was formed by a group of delegates representing about ten countries.

The aims of this body are to define and explore ideas and principles underlying the education of those preparing to teach; to examine the problems of the continued education of teachers in service; and to promote opportunities for consultation and collaboration between organizations and persons engaged in such education in different countries.

The officers of the new body are: President, Dr. G. W. Diemer (President of the Central Missouri State College at Warrensburg); Chairman of the Executive Committee, Dr. T. K. N. Menon (University of Baroda, India); Vice-Chairman, Miss A. H. Skillicorn (Principal, Homerton College, Cambridge); Secretary-Treasurer, Dr. C. A. De Young (Illinois State Normal University).

A Film-Making Experiment

An interesting film-making experiment was recently carried out on a week-end course organized by the British Film Institute for the London Federation of Boys' Clubs, at Woodrow High House, Amersham, Bucks.

Three separate short films, each dealing with an incident involving two boys and a tramp, were made by individual groups of boys, each under the direction of their club leader.

It is hoped that a composite film (to be entitled "Tramp, Tramp, Tramp") will result, from which comparisons of the differing styles and approaches of each group can be made.

The clubs involved were Stamford Hill Boys' Club, St. Anne's, Vauxhall, and the Leysian Mission. The course was arranged by Mr. Hugh Durham of the London Federation of Boys' Clubs and supervised by Mr. Tony Hodgkinson of the Institute's Film Appreciation Department. A similar course for boys only is planned for September.

"FADS" IN EDUCATION

The Need for Moderation

Dangers of "fads" in education, possibly affecting permanently the lives of children, were emphasised by the Chairman, Miss I. C. MacLennan, of the Middlesex County Council, at the Annual Conference at Oxford last month of the National Association of Organisers and Lecturers in Physical Education.

There had been evidence in recent years said Miss MacLennan, of the danger of children getting into the hands of extremists, with free discipline, free activities, the child being able to do what it likes, how it liked, when it liked. "It looks so much as though our fads were taking control of our commonsense. We forget we are dealing with human beings, and that in experimentation we are affecting their lives, not only for the time being, but perhaps for ever."

Developments during and since the war in the introduction of agility apparatus had, she said, led to a complete change in the approach to physical education. While discipline at home and at school left much to be desired, new techniques were being introduced which, if anything, required better control of classes.

"We want, and must have progress, but are we trying to prove that progression is achieved by the child alone, or is coaching at some point necessary?"

Referring to boxing in schools, Miss MacLennan said that the Council of the Association were so concerned by the present state of affairs that it had obtained the sympathetic support and action of the British Medical Association with the object of initiating research into boxing in schools and its effect on boys.

With all these changes in physical education, the training of the young teacher appeared to be much more difficult and in many ways much more nebulous. "Surely moderation is particularly necessary in the experimental stages of new ideas. Was there no enjoyment and value in sometimes working in teams, or in the mass for demonstration purposes. Is it not time" said Miss MacLennan concluding "to get back to fundamentals and train for all branches of physical education."

Physical Education for Teachers and Children

New Outlook in Schools

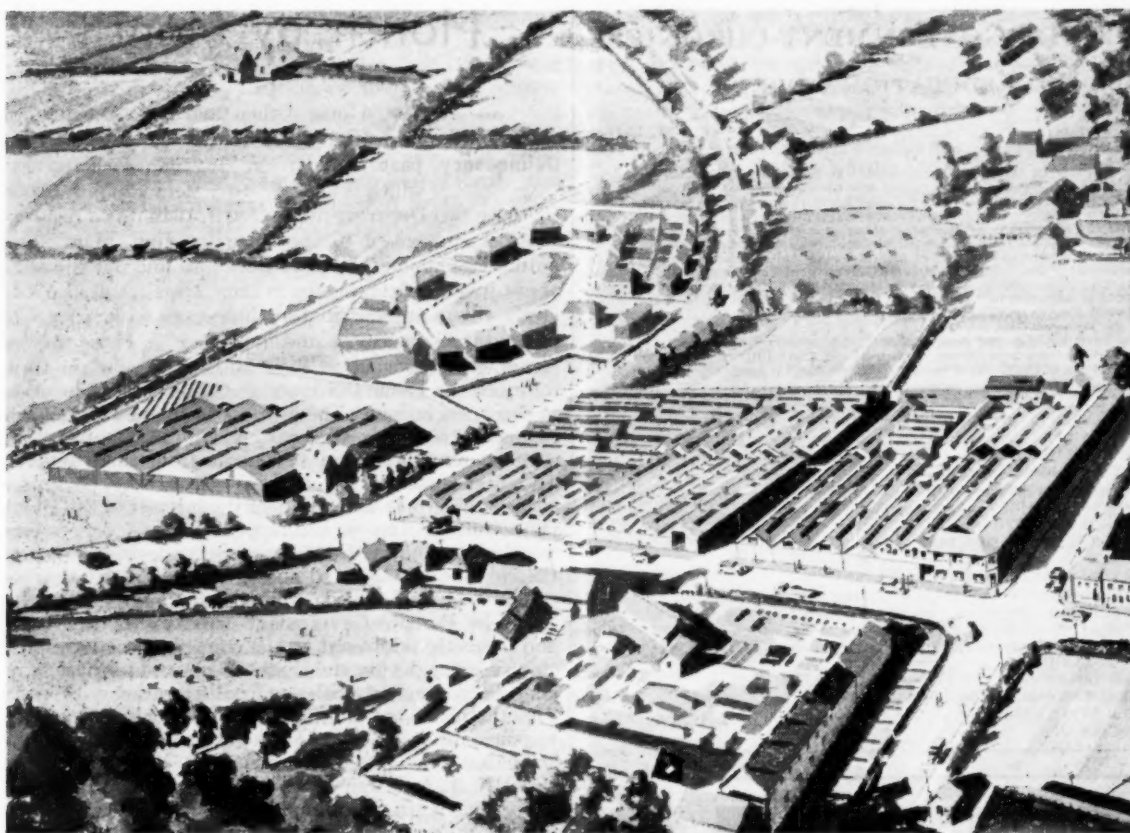
Advances in schools over the last thirty years are principally due to the change in attitude to physical education, music and the crafts, said Mr. H. C. Cooksey, Principal of the Teachers' Training College of St. Mark and St. John, Chelsea.

Physical education, he said, is an integral part of the schooling of a child. Years ago physical education appeared to have three purposes—medicinal, disciplinary and repressive. It was good for the liver and taught children to do what they were told.

"It is recognized to-day that he who was once called the physical training instructor must be no less qualified than any other teacher. These men and women have a vital contribution to make in every school."

Mr. Cooksey said that teachers being trained at the college of which he is principal have a two-year course in physical education. The teachers benefited themselves and it helped them to realize that the spirit, mind and body of a child grew together, inter-acting upon each other; they could not, in life, be treated separately.

In physical education the teacher has the most useful tool for fashioning children for later life. Watching children in these activities it was possible to judge their aptitudes and dispositions, and to use them for broader education.



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No. 3337

AUGUST, 1953

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Month by Month

THE Home Office and the Ministry of Education have jointly produced a ten-page circular on **Juvenile Delinquency**, which is a sequel to a Memorandum issued by those two Departments, in April, 1949. As a result of consideration given to that memorandum, many local authorities appointed committees "to find out the facts about juvenile delinquency in their areas" and also "to study the main contributory influences with a view to preventative measures and remedies." Those *ad hoc* committees reported to their authorities who, in turn, informed the Home Office and the Ministry of Education of their conclusions. The purpose of the new Circular is to make known to all local education authorities the suggestions which seem to emerge from these reports. The first appendix to the circular proper comprises suggestions which mainly affect the interest of the Home Office only. The second appendix gives suggestions mainly affecting the Educational Service. In one respect the circular, as indicated above, differs from the earlier communication. It is a numbered circular, properly issued by the two Government departments concerned, and correctly addressed to the councils of counties and county boroughs (by the Home Office) and to those same councils in their capacities as local education authorities (by the Ministry of Education). This places the responsibility for its consideration corporately upon those councils. The statement issued in 1949 was not a circular. It is described as a "memorandum." It was addressed by the Home Secretary and the Minister of Education to the chairmen of county councils and to the mayors of county boroughs. The Circular and its appendices contain suggestions with which few, if any, will disagree. It may, however, be questioned whether the circular really adds anything whatever to the local authorities' knowledge of juvenile delinquency or proposes any remedies which are not already known and tried. The one exception to these comments is the proposal that the informal committees which some authorities established in 1949 should become general and permanent additions to the machinery of local government administration.

* * * *

The Department's Proposals. WHEREAS one would not wish to question that the unofficial committees "have done valuable work," it by no means follows that they should be "kept in being." They have long since fulfilled their first task of "finding out the facts" about juvenile delinquency. Presumably, they have also studied "the main contributory influences with a view to preventive measures and remedies." Such unofficial committees, with neither duties to perform nor powers to exercise, would be unable of themselves to prevent or remedy any juvenile delinquency. It is, indeed, difficult to see what they could do other than act as a consultative body. They would admittedly provide a forum "for the effective discussion" of the subject. The problems of juvenile delinquency will not, however, be solved by more and more discussion. The committees might also

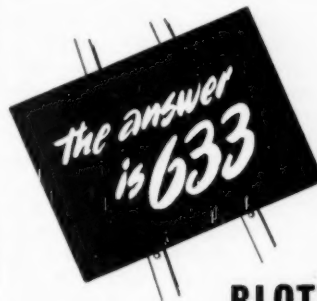
"form part of the co-ordinating procedure for dealing with children neglected in their homes." This is a reminder that there are now co-ordinating committees for such children. Are they really able to achieve anything which could not be achieved without them. Too much regard may be paid to that blessed word co-ordination. It means more committees, more talk, more valuable time of busy people spent ineffectively and sooner or later more officials appointed to do the work created by the new bodies. The Ministers' tribute to the contribution made by teachers is well merited. The reminder is needed that, as the old code used to say, a schools "primary task . . . is to form and strengthen the character." The Education Act, 1944, ensures that Religious Instruction shall be given in every school. The teaching of ethics alone is not enough. It is, nevertheless, necessary to remember, as the Circular reminds us, that the ethical content of Religious Instruction must not be ignored. It is rightly urged that local education authorities and, through them, head teachers should be "informed of the results of court cases and of matters relevant to the school treatment of the children concerned." Among the new and practical proposals made is the suggestion that more detention and attendance centres should be provided under the Criminal Justice Act, 1948, and a special approved school for unruly boys too young for Borstal. Trials by juvenile courts should follow more quickly upon the offence. The court proceedings should be more formal, with the police in uniform. These and other suggestions concern the Home Office, but many of them could be implemented under present regulations. On the educational side, more provision for special educational treatment of educational sub-normal and maladjusted children is urged. It is suggested, too, that educationally sub-normal delinquents should be given preference over non-delinquents in admission to special schools—a suggestion which is open to very strong objections. It is urged, too, that local education authorities should do more reporting to the local health authorities of children whom they think should have after school supervision "by reason of their disability of mind." There is, however, no evidence given in support of this proposal. More provision of Child Guidance Clinics is rightly urged and so is more recreational and social provision for children and young people.

* * * *

Causes and Remedies.

BOTH causes of, and remedies for, juvenile delinquency are well stated. Of the former, "unsatisfactory home conditions" are rightly put first. Of the second, priority is given to the "recognition of what every child needs in the way of affection and a secure environment" and to laying "the foundations of good conduct during the vital early years of life when proper and lasting training and guidance are fundamental to future right living." But this comes in the appendix which reprints the 1949 Memorandum. It is not new. The most important of all remedies is not a matter primarily for any government or local government department, for any local council or any new co-ordinating committee. It is as true now as it was in 1949 that "this is a matter for parents." Local education authorities can, of course, help in educating for parenthood. Far too little is done in the provision of such education, particularly as it

might meet the needs of the fathers of the future. The Church, too, can help. If it is true that the foundations of good conduct are laid in a child's pre-school years, it is obviously useless to look only to the schools to make effective the first remedy mentioned above. All religious bodies can help. A few days before the Joint Circular was issued, Sir Sidney Smith, Dean of the Faculty of Medicine at Edinburgh University, had much that was relevant to this subject to say at a graduation ceremony. The past century had seen so many advances in material conditions and in medical science that we might reasonably expect to find comparable progress in our moral outlook. We might hope to be on the road to a relatively crime-free state in which the knowledge of right and wrong, of good and evil, would, in themselves, be a deterrent to criminal conduct. Instead, he said, there had been a rapid rise in crime. The incidence was highest amongst juveniles. Sir Sidney Smith claimed that there had been no inheritable developments of moral sense in the whole of human history. A child is born with but a few primitive instincts. He is normally aggressive, acquisitive "and in all ways a potential criminal." This of course, is what Christian and Jewish theology have taught for centuries. Primitive urges, Sir Sidney stated, must be diverted into socially acceptable channels. This moral training has to be repeated with each new generation. "A great deal of responsibility thus rests on those responsible for the training of young people from birth onwards."



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Educationally Sub-Normal Delinquents.

It is interesting to read in the above connection of the meeting held at the Ministry of Education in May, attended by representatives of the associations of local education authorities, the London County Council, the Home Office, and the Ministry. The meeting originated in a letter from the Associations to the Ministry as long ago as December, 1951. It was suggested that more boarding special schools be provided and that the need for separate provision of this kind "for the small hard core" of delinquents be investigated. The two Government departments have now declared against the segregation of educationally sub-normal children who had been through the courts. They emphasise the fact that an educationally sub-normal child should be so ascertained long before he reaches the age of thirteen. The departments agreed, however, that, while the shortage of special school places lasted, courts might be advised in appropriate cases to consider committal to an approved school. The Ministry suggested the provision of a few regional special schools for difficult educationally sub-normal children. As many as ten such schools might be required. A circular on special school provision is to be issued in September for discussion at regional meetings of local education authorities. It is evident that the holding of such regional meetings, as was done in 1947, is the most hopeful way of dealing with a problem which is of real urgency.

* * * * *

Training College Students' Grants.

The local education authorities and the London County Council are now, at the request of the Association of Municipal Corporations, considering the whole question of financial help to training college students. The A.M.C. considers that the Ministry of Education should make such grants to students as would render unnecessary the supplementary grants made in so many cases by local education authorities. The Ministry pays the students' tuition fees and so much of the students' maintenance expenses as may be allowed under the Ministry's scale of parental income. Local education authorities find themselves regularly asked to meet a variety of incidental expenses. There is considerable disparity of grants, as there may always be when payments are made by purely local standards. This disparity leads to much inequality of treatment, which is known to the students in college and through them to the parents. It is a fact that, in 1951, the Ministry agreed in principle to a comprehensive system of direct Exchequer grants. Financial conditions have prevented the Ministry from putting principle into practice. Representations will be made to the Ministry when the Associations have fully discussed the matter.

American Exchange Teachers Arrive

One hundred American exchange teachers, some with wives and children, arrived at Southampton aboard the S.S. *United States*, on August 12th. On arrival at Southampton, the teachers were greeted by the Mayor of Southampton and the Sheriff, the Directors of Education for Southampton and Portsmouth, Mr. William Morris, representing the Cultural Department of the American Embassy, the American Consul at Southampton, and Dr. E. A. Ford, Chairman and Director of the British Committee for the Interchange of Teachers between the United Kingdom and the United States of America.

"Frankly Political"

Speaking on "Educational Policy," at the Liberal Summer School at Oxford, early this month, Mr. W. B. Yapp, a lecturer at Birmingham University, described the demand for comprehensive schools as "frankly political," and said it was thought that if rich and poor were educated together, class consciousness would disappear. If, said Mr. Yapp, those who held those views read more history they would know that the eighteenth century, when sons of tradesmen and sons of gentlemen sat side by side at the local grammar school, was the most class-conscious and servile age of our era.

The grammar schools must try to provide a cultured background, and to do that they must have cultured teachers, added Mr. Yapp. Culture could not be maintained without money, and the first thing that English education needed was higher salaries for graduate teachers. The present maximum was £748, an increase of only 56 per cent. on the 1938 scales. To say that we could not afford something better was untrue.

Selection for universities was comparable to that for grammar schools, but there were not enough of the right people to fill the departments. This was, in part, caused by the wrong sort of teaching, but another reason was the inadequate equipment for their work given to the teachers by the universities. These institutions had been drifting towards a purely technological attitude, in which "research" was the sole aim of staff and students. Unless this was altered, the position in the schools would get worse and the universities would be unable to do their job for lack of human material.

Farm Institute Student Shortage

There is serious concern among certain county education authorities that the fullest use is not being made of the facilities for agricultural education offered by farm institutes. The counties most concerned at the moment are Caernarvonshire, Cheshire, Denbighshire, Lincolnshire, Monmouthshire, Northumberland, and Somerset, but it must be a disturbing thought for all to ponder that in the session just ended, nearly 400 out of 2,000 places offered for boys and girls were vacant.

Throughout England and Wales, there are thirty-four farm institutes, which must obviously play a growing part in providing agriculture with a nucleus of trained labour. The days when the farm workers' job was at the bottom of the labour market in attractiveness and opportunity have long since passed, and, as mechanization and the need for intensive land cultivation become more marked, the demand for the trained hand and manager will grow. Yet the farm institutes apparently languish.

Something seems to be lacking in the industry's plans to bring farming prominently before the townsman if vacant places in farm institutes remain unfilled, though the present situation is undoubtedly due to the apathy of farmers in not sending forward youngsters for appropriate training.

It is only right to add that the position shows promise of improvement for the session starting in October.

The L.C.C. is forming a new panel of architects in private practice to carry out educational building projects on behalf of the Council, which normally allocates part of its building programme each year to private architects and over 100 schemes, ranging from minor additions to the erection of new secondary schools costing over £500,000 have been placed in the hands of architects in private practice since the first panel was formed in 1947. The total value of these schemes is over £4,000,000.

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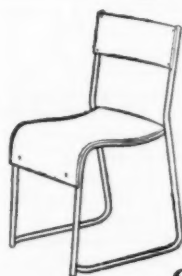
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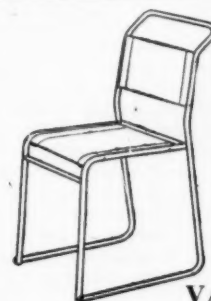
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"Operation Speed Up" Increases Pace of School Building

Progress made under "Operation Speed Up," the drive to build schools more quickly, was described by Miss Florence Horsbrugh, the Minister of Education, at Dorchester last month.

This operation, she said, consisted of two parts: the construction of new places in brand new schools; and the addition of new places to existing schools.

"When I became Minister of Education," said Miss Horsbrugh, "I realised that schools were not being built quickly enough, and so from the beginning of 1952 we started what I have called 'Operation Speed Up.' The result has been a great increase in the number of new places completed. In 1950 new places were completed for 139,000 children. In 1951 the number was 159,000. In 1952, under 'Operation Speed Up,' we completed 218,000 new places—that is, 59,000 more than in the previous year. This year we expect to get 250,000, an increase of 91,000 over 1951. For this great achievement I want to thank the local education authorities and all who have been responsible for the building work."

Miss Horsbrugh went on to say that this meant that at the beginning of this year 1 in 14 of the children in maintained schools was in a *new school*. At the beginning of next year she expected that figure to improve to 1 in 12. If one considered the number of children in all the *new places* provided since the end of the war, including the new classrooms added to existing schools, the figures were even more impressive. On the 1st February of this year more than 1 in 7 of the school children occupied a new place. By next January it is believed that the proportion will have risen to 1 in 5.

"Every year now not only are children getting new classrooms more quickly but they are getting them more economically than ever before. The time taken to build a school by traditional methods of construction has been reduced by about one-third, and a still greater saving of time has been achieved where prefabricated components are used.

"In 1949 it cost about £260 to provide a place for a child in a primary school. This is now being done for £136. In secondary schools the cost has been reduced from £434 to £235. The labour and materials used in building a single school now is nearly half the amount that was used before. And we are getting better value for our money because whereas four years ago for £1 million we got 2,800 secondary school places, we now get 3,800 places for £1 million."

Miss Horsbrugh said that though this was a fine record, she was appealing to local education authorities to do better still—by planning their schools more efficiently, by a readiness to experiment with new types of construction, and by starting their work more quickly on the ground.

College of Preceptors Vacation Course

A conversation with Jeremy Spenser, whilst making his new film, was an unexpected experience for some of the teachers on the College of Preceptors' Vacation Course which ended on August 18th. The course, which had lasted ten days, was for teachers of children aged five to nine years and the ninety teachers attending came from all parts of the British Isles. The main lectures each day were given by Miss B. M. Culham, on the basic subjects of the curriculum followed by discussion groups. The afternoons were taken up with handwork, music and art, and with a number of outside visits which included film studios, the General Post Office, a newspaper office, a printing works, a theatre, the House of Commons and the Buckingham Palace Mews.

Combating Nervous Disorders in U.S.A.

The Age of "Ulcer Culture"

Better use of leisure was urged as the best method of coping with this modern age of "ulcer culture" by Dean George Makechnie of the Boston University Sargent College of Physical Education. He said the tensions and strains of contemporary life were having a devastating effect. Over 50 per cent. of the hospital beds in the U.S.A. were occupied by victims of nervous disorders. In fact, this civilization was being described as one of "ulcer culture."

On the one hand manual workers had a shorter working week, while on the other, professional men were working harder than ever. Manual workers had to be helped to employ their leisure wholesomely, while professional men had to develop habits that would offset the strains and stresses of life.

To tackle this problem the physical educationalist needed wide qualifications, strong in biology, anatomy and physiology. In addition to encouraging skill in various games, the physical educator could add to the character of the individual, contributing to a sense of confidence and self-reliance.

Dean Makechnie said that among the newer approaches to physical education in the U.S.A. was school camping. It offered an exciting avenue for realizing certain objectives. It provided a means for vitalizing the school curriculum and a natural environment for teaching children how to live together as a community. In addition to strengthening physical stamina and emotional poise, it removed artificial barriers between the student and the teacher.

British Council Courses for Overseas Teachers of English

Some 540 teachers of English, mostly from Western European countries and some from Egypt and other Middle East countries, are visiting Britain this Summer to take part in courses arranged by the British Council in conjunction with University and other education authorities.

The first of the Summer schools opened in Newcastle-upon-Tyne last month and for three weeks, sixty teachers from Denmark, Egypt, Finland, France, Germany, Iraq, Italy, Malta, Norway, Sweden and Switzerland took part in a programme of lectures and discussions on the English language and literature and the general background of life in Britain.

Two courses on Shakespeare were held in conjunction with Birmingham University's Shakespeare Institute at Stratford.

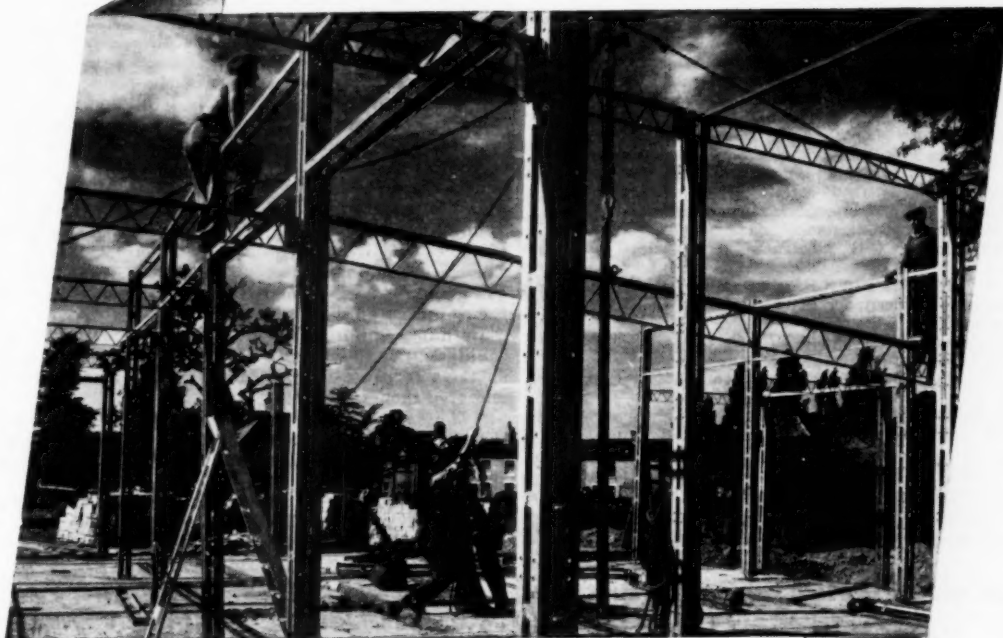
Other schools and courses are being held in Chelmsford for 50 teachers (August 2–22), Liverpool for 60 (August 6–27), and Cardiff for 20 (August 20–September 10).

Several courses have also been arranged by the Council for groups of teachers of one nationality. The biggest of these was at Exeter, where 120 French teachers assembled on July 17th for a three-weeks' course. There were also courses for groups of German teachers at Southampton from July 13th to 31st, Italians at Bristol from August 4th to 24th, and from the Netherlands at Birmingham from July 18th to August 1st.

The teachers are responsible for their own travelling expenses and they pay a fee for the course.

Miss Edith J. Sharp has been awarded the 9th Travelling Exhibition by the Caroline Haslett Trust, which enables holders to study some aspect of domestic electrification in another country.

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New Governors for Imperial Institute

Viscount Hudson Appointed First Chairman

Her Majesty in Council has approved an Order which constitutes a new Board of Governors for the Imperial Institute. The Order provides for an independent Chairman as head of the Board in place of a President. Miss Florence Horsbrugh, the Minister of Education, who was President under the former Order, has appointed the Rt. Hon. Viscount Hudson, C.H., to be the first Chairman. The remainder of the Board will be:

Vice-Chairman: Sir Griffith Williams, K.B.E., C.B., Deputy Secretary, Ministry of Education.

Members appointed as their Representatives by the Governments of Canada, Australia, New Zealand, South Africa, India, Pakistan, Ceylon, Southern Rhodesia.

Mr. E. K. Featherstone, C.M.G., Commissioner for Nigeria

Mr. F. Leach, O.B.E., M.C., Commissioner for the Gold Coast.

Mr. V. G. Matthews, O.B.E., Commissioner, East Africa Office.

Raja Sir Uda bin Raja Mahammad, K.B.E., C.M.G., Commissioner for Malaya.

Mr. R. Beloe, M.A., Chief Education Officer, Surrey.

Mr. H. L. Bullock, Past Chairman, T.U.C.

Sir Kenneth Clark, K.C.B., Chairman, Arts Council of Great Britain.

Miss Mary C. Glasgow, C.B.E., B.A., Examiner, British Board of Film Censors; formerly Secretary-General of the Arts Council of Great Britain.

Mr. Ronald Gould, M.A., General Secretary, N.U.T.

Mr. F. S. Joelson, Editor, *East Africa and Rhodesia*.

Mr. W. J. Keswick, Deputy Governor, Hudson Bay Company;

Deputy Chairman, Alliance Assurance Co., Ltd.

Sir Jeremy Raisman, G.C.I.E., K.C.S.I., Vice-Chairman, Lloyds Bank, Ltd.; Chairman, Commonwealth Trust, Ltd.

The Board has power to co-opt. It will be assisted by representatives of the Treasury, Ministry of Education, Commonwealth Relations Office, Colonial Office, and the Scottish Education Department, appointed as assessors by their respective Ministers.

Education of Poles in Great Britain

Her Majesty's Government have decided that the Committee for the Education of Poles in Great Britain should be invited to continue its work until 30th September, 1954. The volume of administrative work undertaken by the Committee has been declining steadily, and it had previously been proposed that the Committee, which was set up under the Polish Resettlement Act in 1947, should be wound up on 30th September, 1953, other arrangements being made to continue the schools and other educational facilities provided for Polish children and adults so long as they were required.

The decision to defer this step has been taken after consultation between the Departments concerned, and in the light of representations made by representatives of the Poles. The intention of the Government to secure the continuance of the educational facilities required after the Committee comes to an end remains unchanged.

Hadley Sound Equipments, Ltd., of Smethwick, have been notified that the Schools Broadcasting Council for the United Kingdom has approved their new 5 watt radio amplifier with baffle mounted loudspeaker as suitable for use in schools. The equipment will therefore be added to the Council's "List of Approved Apparatus."

Children's Reactions to Films

Infra-Red Photos and Sound Recordings

Progress in research on children attending cinemas have been described by Miss Mary Field, of the Children's Film Foundation. Various methods of research into the reaction of child audiences had been carried out in Britain, she said. The best was undoubtedly personal observation. On the other hand, such observation had limitations, particularly when it was desired to make comparisons, and two other methods had been developed.

By means of infra-red photography it was possible to make a record of children while they were in the dark watching a film. Ten different audiences of children had been selected in different parts of the country and groups had been photographed at forty selected points during the same two film programmes. A report, with the 400 photographs, would be published this autumn.

Another useful means of ascertaining the response of children was to record the sounds they made. These could then be easily interpreted by the skilled observer.

The number of children attending special clubs or matinees in Great Britain was about 750,000 a week. These were mainly between the ages of seven and eleven. The children were prepared to pay sixpence and selected their films carefully.

In films, children sought characters with whom they could identify themselves. To them the people and animals on the screen are real, so much so that they talk to them and give them advice.

"It is for this reason that it is important that there shall be special films for children, including child characters with whom the members of the audience can identify themselves.

"In Great Britain the object of the children's film movement" said Miss Field, "is to bring them into contact with 'good example,' probably the most powerful influence in education."

Practical Demonstrations in Hungarian Schools

Hungarian educationists are putting great emphasis on the provision of illustrative materials in the schools.

In the general schools alone, this year, this country of fewer than ten million people is spending £550,000 on illustrative equipment, against £75,000 for all schools in 1946-47. In addition a further £180,000 is being spent on modernizing equipment in secondary schools.

Equipment provided this year includes 1,800 items for biological teaching and 2,000 items for teaching natural sciences. In the general schools alone there are now almost 1,000 microscopes.

Education by film and film strip is making rapid progress. A hundred film strips, in 500 copies each, are being produced this year, together with four films, including "Basic Ideas on Geography" and "The Theory of Flying."

This year, too, 1,200 strip projectors and 100 talking film projectors are being distributed to schools.

Education authorities in North Kent are to be asked to consider staggering school hours to overcome crowding on buses.

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FILM STRIP REVIEWS

COMMON GROUND, LIMITED

CGA 578—Waders. All the photographs in this strip were taken by the author, Mr. S. Bayliss Smith, and teachers are, indeed, fortunate to have such excellent material at their disposal. One cannot fail to appreciate the gregarious habits of many of the coastal birds when picture after picture is crowded with them, enabling us to view the birds from many angles. One can realize, too, the many hours of patient watching needed to secure the fine close up photographs of individual birds, some two dozen species in all. A very full script provides interesting accounts of the habits and localities, and there is a useful list of books for further reading. 29 frames.

CGA 552—Wild Flowers of Wood and Hedgerow. Another strip in the Nature in Colour series. We have stressed the need for such strips as these and are happy to find the first of the flower series well up to expectations. One appreciates the difficulty of photographing in colour in natural surroundings with much varied lighting and backgrounds; where sunlight falls on the flowers there is a tendency to wash out delicate colours, but this has been happily compensated for by having some of the flowers in the same photograph in the shade—particularly noticeable in the pictures of the primrose and lesser celandine. Thirteen well-known woodland flowers are figured and ten species which frequent the hedgerow.

CGA 516—Life in New Zealand. Geography in colour, intended for junior schools; a series which is sure to be decidedly popular with the children. Three aspects are dealt with in this strip: farming and forests; Maoris and hot springs; settlement and transport. The whole gives a satisfactory introduction to the country, with much for the children to think about, especially in respect of what colonization entails. Not all the pictures are as colourful as one would wish as some have had to be introduced for subject matter alone, but even so the strip is vastly superior to a black and white version, and assuredly of more interest. 25 frames.

IA 679—The Development of Government in Britain. An Isotype strip in colour, consisting of fifteen carefully prepared charts and twelve reproductions from illustrations. In the charts a system of key colours has been used throughout, so that the progressive stages are easily followed. Sections depict the Crown before Parliament, the beginnings of Parliament, Parliament against the Crown and the Crown in Parliament, the development being steadily unfolded in diagram form. Introductory pictures show Britain as an Imperial Province and the Anglo Saxon Kingdoms; concluding pictures show the Palace of Westminster in the sixteenth and twentieth centuries.

EDUCATIONAL PRODUCTIONS, LIMITED

No. 5066—Peter Pan. Adapted from the film by Walt Disney, with notes by Ernest J. Tytler. This strip arrived in time to test the feelings of some 200 children who had seen the film the week before. They were most enthusiastic at

the opportunity to live the story over again and to have a longer look at each of their well-loved characters appeared. Mr. and Mrs. Darling are not figured in this selection of stills, but the 28 frames are well chosen to provide continuity and a suitable background to the story—from the entrance of Nana to the children's return—a lasting reminder of one of Walt Disney's best!

No. 6080—The Deluge. An Yevonde filmstrip in colour, intended for junior school use. This is obvious, as the method of presentation is in the form of models, where older children would have preferred more accurate pictures. However, no pains have been spared to make the models as realistic as possible, though the Ark retains the conventional shape of the well-known children's toy. The younger children will specially appreciate the animal models, while other frames illustrate in simple form the story as told in Genesis, commencing with God's warning to Noah and concluding with the rainbow. 21 frames.

No. 5070—Summer Moths (2). Strip 5 of the British Insects series. The notes and photography are by George E. Hyde, F.R.E.S., and it is obvious from the pictures that the author is an experienced enthusiast. Though no moth is figured in all four stages of its metamorphosis, there are ample pictures to indicate the various stages of a moth's life history and some typical forms of caterpillars, while the strip is made additionally interesting by the inclusion of a typical ichneumon fly. Thirteen moths are illustrated, all of which are well distributed save the beautiful 'Blue Underwing' (known also as the Clifden Nonpareil and the Purple Underwing) which in past years was known only as a spasmodic migrant, but which has now succeeded in establishing itself in woods in East Kent. 28 frames.

No. 5112—The Coronation. Certainly a fine photographic record of the Coronation, including the Ceremony in Westminster Abbey, scenes of the Procession, the Fly-Past, and the Celebration. No teaching notes are issued as captions are given on the strip itself. From the artistic viewpoint these captions are too evident as they are printed on the pictures themselves—a practice rather unusual and certainly not desirable. If captions are necessary, which we very much doubt, surely they are best placed below a picture so that a picture may be seen in its entirety. We are sure that most teachers would prefer to make their own commentary to such historic pictures as these. In any case, teachers are glad to have a printed list of frame titles to assist in memorizing the continuity and subject matter of a strip. 30 frames.

No. 5044—The Happy Venture Readers, Strip 2. Not many strips run into 106 frames, but this one may be conveniently divided into three sections with ample leader in between. Part 1 deals with the five short vowels and words based thereon; some common combinations of consonants such as st, th, ng, etc.; and the lengthening of the vowel sound by addition of e at the end of a word. The complete alphabet in capitals and smalls is also provided on separate frames. Part 2 gives further exercises in combination of consonants and introduces double vowels and diphthongs and the confusion of ir, er and ur. Parts 1 and 2 have many simple pictures to act as guides. Part 3 consists of 86 frames with one word on each (from Book 2 of the readers) to be used as flash words. A strip which will certainly help to maintain interest and concentration with backward children.

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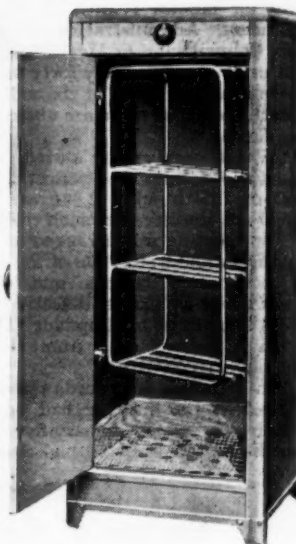
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17,000 Mentally Deficient

Speaking at a meeting organized by the National Association for Mental Health, at Manchester recently, Mr. J. Saunders, Administrative Assistant to the Manchester City Council's Public Health Department, said that within a radius of approximately forty miles from Manchester, where there is a population of six-and-a-half millions, it had been ascertained that there are about 17,000 classed as mentally deficient.

Of this number, he stated, about 45 per cent. are in institutions, leaving 55 per cent. (8,960 to be exact) at home, and of this number 2,640 are suitable for training, but 1,360 are not receiving such training.

The meeting was arranged as an 'Open Day' organized by the staff and students of the Manchester Course for statistics of occupation centres and children's departments of institutions for mental defectives. This was the first Course of its kind to be held outside London, and was arranged to provide for students from the North-Western area of England.

Mr. Saunders afterwards stated that the figures which he quoted at the meeting had been ascertained through an enquiry in which twenty-five health authorities in the North-West of England had co-operated.

Society of Film Teachers

Members of the Committee of the Society of Film Teachers met recently for a weekend conference at Dunford College, Midhurst, Sussex. Jack Smith, the Society's Secretary, was unfortunately prevented by illness from attending, but a series of meetings were held at which were fully discussed the future policy of the Society, its attitude towards television and its effect on children and towards new technical developments in the cinema. Derek Davies presented a comprehensive survey of the future of television, three-dimensional and panoramic films, and it was decided that "TV and 3-D." should be the theme for the Society's Annual Conference, which will be held at the Arts Theatre, London, on 3rd and 4th October.

Present at the weekend conference were Messrs. Stanley Reed, John Huntley and Tony Hodgkinson of the British Film Institute.

W. Paxton and Co.

A selection of new educational issues is to hand from the well-known Dean Street House of Paxton and Co., the most substantial item being **The Shades of Night**, an entertaining comic opera for schools and youth clubs by W. Cuthbert Robb and J. Brian Bonsor (7s. 6d.), which can be played with a mixed cast or by girls only, with seven principals and chorus; playing time forty minutes. To the Paxton Playlets series four new titles are added: two for juniors, **The Queen's New Dress** by Ellen Evans, in two scenes (four girls and one boy), and **The Golden Touch** by Eva Chadwick, in three Acts (three girls and seven boys); **Trouble in Toyland**, by C. John, a children's Christmas play in one scene for four girls and eight boys; and **The Sultan Ruby**, by C. E. J. Morris, a humorous play in one act for eight senior boys (1s. 6d. each).

Vocal numbers are **Happy Little Geisha Girls**, a song for movement and action, by Edith Harry (1s. 6d.); **Songs of Praise for Young Folks**, an album of seventeen short pieces by Jennifer Day (2s. 6d.); and a book of song and movement for the nursery or infant school, containing six rhythmic numbers by A. W. I. Chitty (2s. 6d.).

On the instrumental side we have **Playing Together**, a collection of four pieces for violin and piano, arranged by Vincent Knight (2s. 6d.); and **Acrobats**, Op. 2, No. 7, for the piano by Josef Holbrooke (1s. 6d.).

No Decline in Graduates

Replying in the House of Commons, on July 23rd, to Mr. Remnant, who asked what evidence the Minister had to explain the causes for the decline in the intake of graduates into the teaching profession; and what steps she proposes to take in order to correct this position, Miss Horsbrugh said there has been no such decline in recent years. In each of the last four years, there has been a net increase in the number of graduate teachers employed in grant-aided schools and establishments, with a greater increase in 1951-52, than in the three previous years.

Following this reply, Mr. Remnant asked would the Minister look at the intake into secondary schools and did she not agree that there is a considerable shortage of graduates, particularly science and mathematics graduates, because the majority of such graduates are going into industry and not to the teaching profession?

Miss Horsbrugh: Certainly, we do want to get more graduates for science and mathematics, and I am glad to say that there has been an increase—not a decrease. I quite agree that the more we can attract these graduates to teaching, the better, but I would point out to the hon. gentleman that in 1950-51 there was a net increase in the number of graduates of 1,400 and, in 1951-52, a net increase of 1,800.

New Bursaries Scheme for Scientists

The Royal Society and the Nuffield Foundation, in order to fill a need in Commonwealth scientific relations, have decided jointly to initiate a Commonwealth bursaries scheme. The Nuffield Foundation is supporting this scheme as a complement to its established programme of Commonwealth fellowships and other awards.

The object is to provide facilities for increasing the efficiency of investigators of proven worth by enabling them to pursue research, learn techniques or follow other forms of study where either or both the physical and personal environment overseas in the Commonwealth is peculiarly favourable.

The main difference from the ordinary research fellowship is not merely one of duration, but of emphasis, as the bursaries will aim not so much at obtaining the answer to a particular question as at improving the powers of the recipient to extend the bounds of knowledge.

The applicant must be sponsored by a recognized research authority and must produce evidence that he or she has prior permission to work in the laboratory or other scientific institution chosen.

Fuel Economy in L.C.C. Schools

A fuel economy device has been installed as an experiment in one of the heating boilers at an L.C.C. county primary school. The device costs £56 15s., including installation, and results so far indicate a possible saving of about £30 a year in fuel costs at this school.

A committee report states that the device could be fitted to the majority of boilers now used in schools and that it appears to be more efficient than other fuel economy devices now available. The installation of another twenty-four at selected schools and colleges has now been approved. The Committee say that the total cost—£1,417 5s.—should be offset by worth-while savings in fuel and that if that is so, they will consider installing fuel economy devices in all suitable school boilers.

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MISCELLANY

Mr. G. V. Cooke, M.A., has been appointed Assistant Director of Education for Liverpool.

Mr. G. W. Cutts (Chesterfield), has been appointed Education Officer for Widnes, Lancs.

Mr. Hugh R. Stewart, at present assistant director, has been appointed to succeed Mr. Ian McHardy, the director, who is retiring after thirty-three years' service.

A Fellowship of £500 a year for three years has been granted by Dunlop at Birmingham University for research work on biosynthesis, with special reference to rubber.

Mr. D. H. Hibbert, at present Director of Education, Sudan Government, Khartoum, has been appointed to succeed Mr. D. D. Lindsay, as Head Master of Portsmouth Grammar School, as from January next.

The twenty-fifth anniversary of the founding of Bryanston School, Dorset, was marked by the laying of the foundation-stone of the music school by Lord Verulam and the unveiling of a memorial by Lord Shaftesbury to old boys who lost their lives in the second world war.

The Public Safety Sessions of the 1953 National Safety Congress will be held in the Central Hall, London, S.W.1, from October 6th to October 8th. The Sessions, Forum and Question Time will cover the various vital aspects of Safety on the road, in the home and amongst children.

In reply to a question in Parliament, Miss Horsbrugh stated that there are eleven comprehensive or similar schools in England and Wales already in being, and of the fourteen such schools which are under construction, nine will probably be ready for occupation by September, 1955.

More than £25,000 has been saved through the savings group at the Kemp Welch Secondary Modern School at Poole, Dorset, since 1940. More than 490 of the 560 girls in the school are regular savers and there is an "Odd Copper Club" for those who can only bring occasional pennies.

The Right Hon. the Earl of Feversham, D.S.O., D.L., J.P., one of the leading authorities on social welfare and mental health, has accepted the invitation of the Royal Sanitary Institute to act as President of the Health Congress which is to take place at Scarborough from 27th to 30th April, 1954.

The L.C.C. estimate that 13,500 London primary and secondary school pupils will be taking part in school journeys this year compared with 11,605 in 1952, 8,326 in 1951, and 5,811 in 1950. During this period the cost has risen from £11,702 to about £26,300. Separate provision is made for parties from special schools.

Dr. H. C. Maurice Williams, O.B.E., has been elected Chairman of Council of the Royal Sanitary Institute from 1st October. Dr. Williams is Medical Officer of Health to the County Borough and Port of Southampton, a Past President of the Society of Medical Officers of Health, and the Honorary Secretary of the Association of Sea and Air Port Health Authorities.

The British Standards Institution is now in its new premises at No. 2, Park Street, London, W.1. The new building will contribute to more efficient working by concentrating the B.S.I.'s scattered departments under one roof. It will also provide increased and more convenient accommodation for the 13,000 specialists who attend the 3,500 B.S.I. Committee meetings held during the course of each year.

Wild-Barfield Electric Furnaces Ltd. extend an invitation to senior students of technical colleges and like institutions to visit their Works during the coming Winter season from October to May. The tours include an inspection of the Research and Development Departments as well as the production side and take place during the afternoon of any work day. Application for dates should be made to the firm at Electfurn Works, Watford By-pass, Watford, Herts.

Miss Florence Horsbrugh, the Minister of Education, has appointed Sir Frederick Handley Page, C.B.E., Hon. F.R.Ae.S., Hon. M.Inst.T., F.C.G.I., Hon. Fellow of the Imperial College of Science and Technology, as Chairman of the Governing Body of the College of Aeronautics, Cranfield, in succession to Air Chief Marshal Sir Edgar Ludlow-Hewitt, G.C.B., G.B.E., C.M.G., D.S.O., M.C., who has retired after over eight years in office as the College's first Chairman.

The Association of Special Libraries and Information Bureaux announces that a new edition of the Aslib Directory is being prepared. Organizations which supply information on specialized subjects and who wish to be included in the directory should write to the Association at 4, Palace Gate, London, W.8. The Aslib Directory, a standard work on sources of specialized information in Great Britain and Ireland, was published in 1928, but has been out of print for some years.

Central Purchase of Canteen Equipment for school meals by the Ministry of Works was initiated during the war because of the limited resources of labour and materials and the need for ensuring, as far as possible, a fair distribution of restricted supplies. It was continued after the war, owing to difficulties of supply, but production has now sufficiently improved to make it no longer necessary. The Ministers of Education and Works have, therefore, agreed to bring it to an end as from April 1st, 1954. From that date equipment required for the school meals service will be purchased direct by local education authorities in the open market.

If the Minister of Education approves the recommendation of the Burnham Committee to extend to the Metropolitan Police District the area in respect of which London Allowance is payable to teachers it is estimated that about another 2,300 teachers under the Surrey Education Committee, in addition to approximately 1,300 already serving in the existing London area, will become entitled to the extra payment.

At the rates applicable to the present area the estimated additional cost to the Surrey Education Authority in the whole of the extended area for a full year is about £101,000.

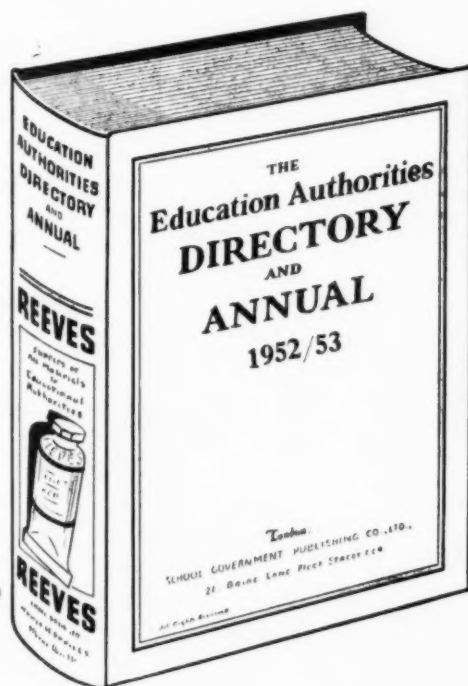
The most advanced schooling in loyalty to a nation or to any other community or group is that which presents difficulties and shortcomings as well as achievements and advantages, which unsettles the learner's mind to the extent needed to make him sanely critical, and which thus protects him from the dry rot of provincial and national complacency. This is a very complex and delicate task. It is no job for a partially trained pedagogical mechanic. That is why truly modern educational systems require a standard of education for teachers which would have appeared very excessive to their simpler predecessors.—*Unesco Report of the Mission to Afghanistan.*

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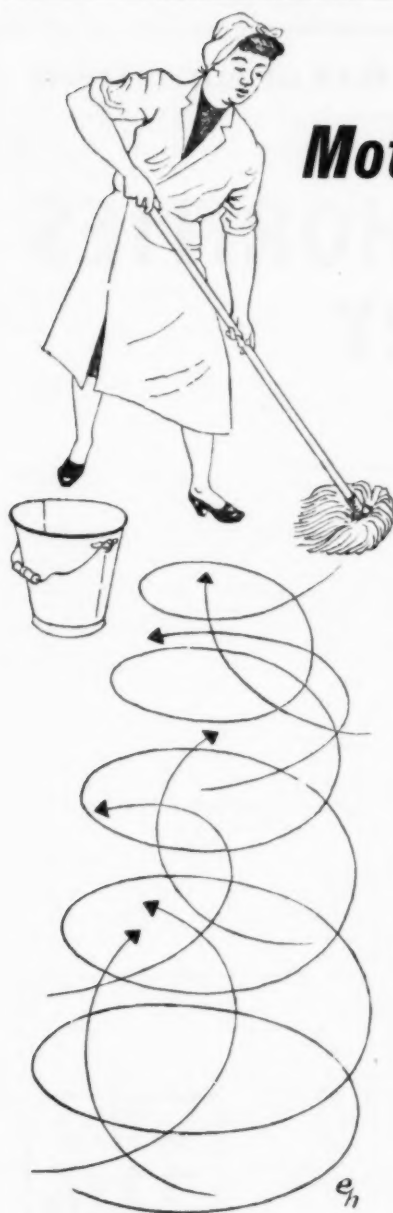
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